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ABSTRACT

This Writing Instructional Intervention Supplement from the Mississippi Department of Education contains benchmarks, informal assessments, and suggested teaching strategies for the fourth through eighth grades. Benchmarks outline what students should know and be able to do to meet mandated competencies. Informal and observational assessments determine if benchmarks are being met. Instructional intervention strategies assist a child in meeting a benchmark. In addition, a description of sentence patterns, a Sample Writing Assessment Rubric, and a 42-item glossary of technology terms are included. A list of online resources provides 38 Web sites relating to the following: search tools; search engines especially for kids; language arts sites; current events/ news; activity-based sites; teacher resources; and reference sites. (PM)

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ED 466 004

Writing Instructional Intervention Supplement (Benchmarks, Informal Assessments, Strategies) Grades 4-8

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The Mississippi Department of Education gratefully acknowledges the contribution of the 4-8 Writing Work Group for graciously providing their time, expertise, and efforts in developing this intervention supplement for teachers of kindergarten through third grade.

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WRITING BENCHMARKS

Fourth Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Demonstrates proficiency in the writing process

1) I - Uses a variety of sentence patterns when writing
2) O - Demonstrates proficiency in writing mechanics (capitalization, punctuation)
3) O - Demonstrates proficiency in writing usage (subject-verb agreement)
4) O - Self-corrects and corrects others' writing by editing/proofreading (mechanics, usage, and spelling)
5) I - Develops a paragraph by writing several sentences on one topic in a logical order.
6) O - Uses grade-level vocabulary

*Sentence patterns refer to the structure of a sentence and denotes usage not the labeling of parts of speech or functions. (See page 64)

Uses the process of writing to demonstrate comprehension of what has been read

7) O - Summarizes information in written form
8) I - Responds in writing using sequential order
9) I - Responds to text by identifying and writing story elements
10) I - Responds to text by writing to retell a story

Uses information from a wide range of materials to produce a written product

11) O - Organizes content of text, media, and other printed material to construct a written report
12) I - Develops and presents a written report

Critiques in writing various types of literary passages

13) I - Identifies and writes author's purpose (inform, entertain, persuade, describe)
14) I - Writes about how a passage makes him/her feel

Writes for various purposes

15) I - Identifies and writes different types of compositions to inform, entertain, persuade, and describe
16) I - Writes for various audiences

Creates and/or completes through writing practical workplace data

17) I - Applies appropriate written information using specialized vocabulary (directions, instructions, recipes, etc.)

18) O - Creates graphic aids to illustrate written information

Listens and responds in writing

19) O - Composes personal response
20) I - Composes and shares written response

Fourth Grade Informal Assessments

Guiding Questions	Task Sample
1) Can the student use various sentence patterns?	The teacher will write some information on the board and then ask the student to write the information in two different ways using two different sentence patterns of their choice.
5) Can the student write a paragraph with a main idea, supporting details, and a closing?	Assign a topic and have students compose a paragraph. • Does this paragraph have a topic sentence? • Does the paragraph contain at least three supporting details? • Is there a closing sentence?
8) Can the student write about a passage using correct sequential order?	Have the student write a story that has a beginning, middle, and end.
9) Can the student write to identify story elements?	After reading a story, ask the student to respond in writing to identify the story elements: character, plot, setting, theme, mood, conflict and solution.
10) Can the student write to retell a story?	Read a short story. Ask the student to retell the story orally. Then, have the student write the story including character, plot, setting, theme, mood, conflict and solution. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network*

Guiding Questions	Task Sample
12) Can the student create and present a written report, using a variety of printed materials?	Assign the student a written report on a particular topic. Provide references (e.g., library books, newspaper, encyclopedia). Review report for accuracy, clarity, completeness, appropriate grammar and punctuation.
13) Can the student write to identify the author's purpose?	After reading a story, ask the student to write the author's purpose. Guiding question: Why did the author write the selection? Who is the audience?
14) Can the student write about how a passage makes him/her feel?	After reading a poem, ask the student to write about how it makes him/her feel.
15) Can the student create compositions to inform, entertain, persuade, and describe?	Have the student write paragraphs for various purposes.
16) Can the student write appropriately for various kinds of audiences?	Have the student write a letter to a friend, telling about a recent experience. Check for appropriateness, accuracy, completeness, etc.
17) Can the student use specialized vocabulary to write about a particular task?	Have the student write directions for a particular task (e.g., making a cake, building a birdhouse, going to the playground). Check for accuracy and completeness.
20) Can the student compose and share a written response to a situation that was read aloud?	The teacher will read a selection aloud to students and ask the following questions: • What do you think about this situation? • How does it make you feel? Have student respond in writing and share with class or teacher.

Suggested Teaching Strategies
FOURTH GRADE

Demonstrates proficiency in the writing process

1) Uses a variety of sentence patterns when writing
   - Have the student compose sentence patterns based on examples from literature selections.
   - Have the student write subjects and predicates to make a flip book. The student will mix up the pages to make silly sentences.
   - Divide the class into two groups: a subject group and a predicate group. Each student will write the part of a sentence that matches his/her group. Play "Freeze Tag," and give the student five seconds to match his/her part to another sentence part, and share sentences.
   - *Have students use a writing/publishing tool to create a booklet of silly sentences.*

2) Demonstrates proficiency in writing mechanics
   - Have the students use manipulatives of cut-apart sentences to construct sentences with proper mechanics.
   - Have the student write sentences with an error in each one. Pair students and have them trade papers and correct each other's mistakes, orally and in writing.

3) Demonstrates proficiency in writing usage
   - Analyze for proper usage using student dialogue.
   - Provide the student with a sentence pattern. Ask the student to follow the sentence formula to construct a sentence of his/her own.

4) Self-corrects and corrects others' writing by editing/proofreading (mechanics, usage, and spelling)
   - Given an incorrectly written paragraph about a recent experience, model self-correction techniques. Allow pairs of students to correct drafts together.
   - Direct small group demonstration of modeling questions for editing.
   - Compose on the board a list of words contributed by students to be used as a spell-check tool for writing preceding a class writing experience.
   - *Use a writing/publishing tool and television converter to display words to be used by students in the class writing experience.*

5) Develops a paragraph by writing several sentences on one topic in logical order.
   - Provide many experiences in recognizing the main idea of a paragraph and the topic sentence, which expresses it. Begin with obvious ones in short paragraphs. Move to more complex paragraphs as the student becomes more proficient.
   - Read sample paragraphs from text or literature books. Help students locate the main ideas and topic sentences. *Tape record passages for students to listen to for main ideas and topic sentences.*

- Read samples from student's own work. Have the student determine if there is a clear main idea and if it is expressed in the topic sentence. *Write samples on overhead transparencies or use a television converter.*
- Guide students to create a graphic organizer that illustrates the main idea and supporting details.
- Choose an exciting title for a story. Write the title on a sheet of paper and invite the student to write the first sentence. The teacher will write the second sentence. Take turns writing until the story is complete.
- Create a paragraph writing center. Stock the center with materials to write on and write with.

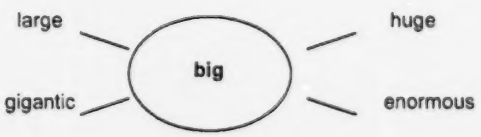
Things to Write On	Things to Write With
stationery	pencil
tablets	pen
pads	chalk
gift wrap paper	paint
bulletin board paper	press-on letters
adding machine tape	markers
newsprint	crayons
	writing/publishing tool

- Use the following activity to help the student who writes paragraphs that contain lots of details, but no main idea sentence. *List a set of details on the chalkboard, a chart, overhead, or the computer.* Read the details one set at a time. Discuss what the details have in common. Ask the student to think of a sentence that describes what is happening. Explain that more than one sentence could be used as a main idea.

  Example List
  Build a nest
  Lay eggs in the nest
  Sit on the eggs
  Gather food for hungry babies

  Possible Main Ideas
  A mother bird is very busy making a home and feeding her babies.
  Birds are good mothers.

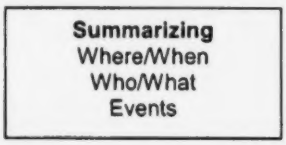
6) Uses grade-level vocabulary
   - Have the student use word web to explore words with similar meanings. For example,



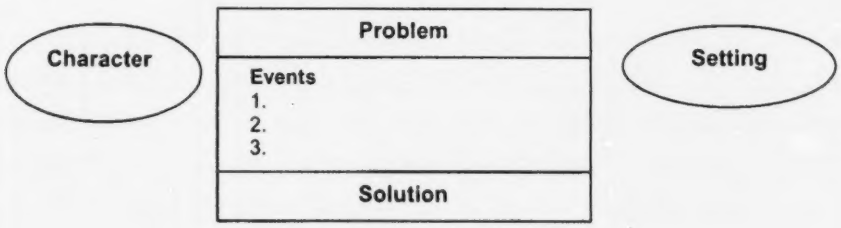
- *Have the student create a personal dictionary of unfamiliar words using a writing/publishing tool.*
- Have student provide synonyms for selected words from a literary passage.
- Have the student play "Body Parts" labeling game. Provide small cards with names of body parts. The student will pick one card, read the word, and attach the label to the correct body part of his partner. Take turns until all labels are used. Ask the student to write a short passage with five of the words. For example: forehead, eyebrow, waist, thigh, heel, thumb, finger.
- *Use a presentation tool and television converter to display a word a day in which the definition is given, part of speech is given, and the word is used in a sentence.*

Uses the process of writing to demonstrate comprehension of what has been read

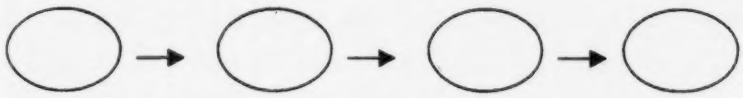
7) Summarizes information in written form
   - Provide guidelines for writing a summary (skim, read, list main idea, review, write summary, and check summary for accuracy and conciseness). Model summarizing for student.
   - Display the following chart, and have the student work with a partner to complete the chart information about a selection. Paraphrase/summarize the information.



   - Use a story map to prepare an outline of story events. Have students work in groups to summarize a story they have read, using the story maps to prepare an outline of story events.



8) Responds in writing using sequential order
   - Provide a wall display of an on-going list of time-order words to help students order events when writing (first, next, after, that, then, last, etc.).



   - *Use a brainstorming/mapping tool to create a flow chart.*

9) Responds to text by identifying and writing story elements
   - Have the student create a class graph depicting titles and story elements as they occur in literature selections.
   - Guide the students to complete a map of story elements after reading a story.
   - Ask the student to use characters from a story recently read and write a new story using these characters in a different setting. Then, ask the students to turn the story into a play and perform for the class. *Videotape the play to share with peers, parents, and administrators.*

10) Responds to text by writing to retell a story
   - Read a short story aloud to the student. Tell him/her before you begin reading that you are going to ask him/her to retell the story after you read it. Allow the student to retell orally to you. Then ask the student to write his/her retelling.
   - *Have the student design a story map using a brainstorming/mapping tool of a story element as you read a short story aloud. Then, ask the student to use the story web to write a retelling of the story.*
   - Allow the student to retell a story to a buddy after listening to a story read aloud. Then, ask the student to write to retell a story.
   - *Use a writing/publishing or presentation tool to retell a fairytale in a present day setting.*

Uses information from a wide range of materials to produce a written product

11) Organizes content of text, media, and other printed material to construct a written report
   - Assist student in using available texts, media, and other printed material to develop and present a written report.

12) Develops and presents a written report
   - Assist students in using available text, media, and other printed material to develop and present a written report.
   - *Use writing/publishing to create a written report.*

Critiques in writing various types of literary passages

13) Identifies and writes author's purpose (inform, entertain, persuade, describe)
   - Have student compose a display of on-going class lists for each story read of author name and purpose (e.g., to entertain, to persuade, to inform, and to give directions).
   - Divide students into groups. For a given passage, students in each group will write the author's purpose on one index card and one supporting detail that helps explain that author's purpose on another card. Each group will explain. Allow time for discussion.

14) Writes about how a passage makes him/her feel
- Have the student listen to a passage and write about how it made him/her feel.
- Have the student listen to a song and write about how it made him/her feel.
- *Use a writing/publishing tool to complete the above activities.*

Writes for various purposes

15) Identifies and writes different types of compositions to inform, entertain, persuade, and describe
- Read aloud passages written for different purposes. Give students four index cards with "inform," "entertain," "persuade," and "describe" written on a card. After listening to the passage, ask the student to hold up the card which identifies the type of passage you read.
- Have the student write a paragraph describing an object, and see if the class can guess what it is. *Email paragraph to another class for them to draw the object being described.*
- Have the student find out about a city and write a short report informing the class about the city. *Use on-line resources to locate information.*
- Have the student write a letter about something he/she wants to do and why his/her parent should allow him/her to do it.
- Have the student write a short story (one page) about a funny or scary experience he/she has had. *Use a writing/publishing tool to create this short story.*

16) Writes for various audiences
- Have the student write two advertisements—one for a movie appealing to his/her parents and the other for a movie appealing to his/her friends.
- Have the student write two thank-you letters. One to a parent/grandparent for a birthday gift and one to someone who has read to his/her class or helped with a field trip or a party.
- *Use a writing/publishing tool to complete the above projects.*

Creates and/or completes through writing practical workplace data

17) Applies appropriate written information using specialized vocabulary (directions, instructions, recipes, etc.)
- Guide the class in creating a written set of plans for a field trip (reservations, buses, costs). *Use on-line resources to research and evaluate information needed.*
- Have the student write a recipe for his/her favorite food.
- *Use writing/publishing tool to create a cookbook of classmates' favorite recipes.*
- Have the student write the rules for a favorite game.
- *Use writing/publishing tool to write and illustrate rules for games for younger children.*

18) Creates graphic aids to illustrate written information
- Have student draw and label his/her suggestions of a plan to re-route the school cafeteria traffic. Have the student draw and label directions from his/her classroom to the library. A visitor must be able to follow the directions.
- *Use on-line directory to locate specific information about the community and use graphics/drawing tool to create map to school from their home.*

Listens and responds in writing

19) Composes personal response
- Write together about the imagery that comes to mind after listening to a poem read aloud using teacher and student input.

20) Composes and shares written response
- Have the student write a summary of his/her thoughts while listening to class discussion or to a story read aloud.
- *Have the student listen to a recorded passage on tape and write a summary of his/her thoughts about the passage.*
- Read a short story to the class. Ask the student to compare/contrast himself/herself to a particular character. *Use a writing/publishing tool to rewrite the story.*

WRITING BENCHMARKS

Fifth Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Demonstrates proficiency in the writing process

1) I - Uses a variety of sentence patterns when writing
2) O - Demonstrates proficiency in writing mechanics (capitalization, punctuation)
3) O - Demonstrates proficiency in writing usage (subject-verb agreement)
4) O - Self-corrects and corrects others' writing by editing/proofreading (mechanics, usage, and spelling)
5) O - Uses grade level vocabulary

*Sentence patterns refer to the structure of a sentence and denotes usage not the labeling of parts of speech or functions. (See page 64)

Uses the process of writing to demonstrate comprehension of what has been read

6) I - Summarizes passages in writing after reading
7) I - Predicts story endings in writing
8) I - Creates new endings for stories in writing
9) I - Describes characters in stories in writing
10) I - Responds to text by identifying and writing story elements
11) I - Responds to text by writing to retell a story

Uses information from a wide range of materials/sources to produce a written product

12) I - Creates written reports using a variety of materials
13) I - Creates class presentations using a variety of materials
14) O - Researches various topics such as businesses, places, or jobs and creates written presentations

Critiques in writing various types of literary passages

15) I - Writes about how a passage makes him/her feel
16) I - Writes about story elements that made a story fictional
17) I - Writes about how to identify with people in stories
18) I - Identifies and writes author's purpose

Writes for various purposes

19) I - Writes for various audiences
20) I - Creates different types of compositions to inform, entertain, persuade, and describe
21) I - Creates various genres of literary writing

Creates and/or completes through writing practical workplace data

22) I - Writes instructions for completing a task
23) I - Writes directions for reaching a location

Listens and responds in writing

24) I - Writes a summary of a passage read aloud
25) I - Writes about how he/she feels after listening to a passage read aloud

Fifth Grade Informal Assessments

Guiding Questions	Task Sample
1) Can the student use various sentence patterns?	The teacher will provide the student with a paragraph that lacks a topic sentence. The student will write a topic sentence for the paragraph using the sentence pattern selected by the teacher.
6) Can the student summarize a passage in writing after reading?	Give the student an unfamiliar passage to read. Have the student write a summary about what was read. • Does the student recognize the main ideas? • Does the student include important details? • Does the student identify main characters? • Does the student identify setting? • Does the student identify the plot? • Does the summary include a beginning, middle, and end? • Is the student brief? Check for correct usage of capitalization, punctuation, and spelling.
7) Can the student predict endings in writings?	Give the student part of an unfamiliar story to read. Have him/her predict the ending of the story. • Does the ending make logical sense with the rest of the story? Check for correct usage of capitalization, punctuation, and spelling.
8) Can the student create a new ending for stories in writing?	Have the student read an unfamiliar story and write an alternate ending for the story after reading. • Does the new ending make logical sense with the rest of the story? Check for correct usage of capitalization, punctuation, and spelling.

Guiding Questions	Task Sample
9) Can the student describe the character in a story through writing?	Give the student a story to read. Have the student write a description of the character's appearance and personality. • Does the student accurately describe the appearance of the character in the story? • Does the student accurately describe the personality of the character in the story? Check for correct usage of capitalization, punctuation, and spelling.
10) Can the student write to identify story elements?	After reading a story, ask the student to write and identify the story elements: character, plot, setting, theme, mood, conflict and solution.
11) Can the student write to retell a story?	Read a short story. Ask the student to retell the story orally. Then, have the student write about the story including character, plot, setting, theme, conflict and solution. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network*

Guiding Questions	Task Sample
12) Can the student create a written report using a variety of materials?	Assign the student a written report on a chosen topic. Provide a variety of resources for the student to use such as encyclopedias, library books, Internet access, CD-ROMs, and newspapers. • Does the student create a report that makes sense? • Is the information accurate? • Is the report in the student's own words?
13) Can the student create class presentations using a variety of materials?	Assign the student a topic to research and present to the class. • Is the information accurate? • Is the information properly sequenced? • Is the information relevant? • Is the student knowledgeable about the topic? • Does the student include visual aids? • Is the information in the student's own words? Check for the correct usage of capitalization, punctuation, and spelling.
15) Can the student write about how a passage makes him/her feel?	After reading a short story, ask the student to write about how it makes him/her feel.
16) Can the student identify elements that tell us a story is fictional?	After reading a passage, ask the student to determine if the passage is fact or fiction. The student will need to give supporting details for his/her choice.
17) Can the student write about how he/she identifies with people in stories?	Have the student write about similarities between himself/herself and a character in a story he/she has read.

Guiding Questions	Task Sample
18) Can the student write to identify the author's purpose?	After reading a passage, ask the student why he/she thinks the author wrote the selection. Then, ask the student to identify the author's purpose (inform, entertain, persuade, or describe).
19) Can the student write appropriately for various audiences?	Have the student write a letter to a friend telling about a recent experience. Check for appropriateness, accuracy, and completeness.
20) Can the student create compositions to inform, entertain, persuade, and describe?	Have the student write paragraphs for various purposes (e.g., to tell about an upcoming school program, to describe their best birthday gift).
21) Can the student write various genres of literary writing?	Have the student write a poem about something in nature (season, weather, animal, etc.).
22) Can the student write instructions for completing a task?	Have the student write instructions for brushing his/her teeth.
23) Can the student write directions for reaching a location?	Ask the student to write directions for going from his/her classroom to the school cafeteria. The directions must be clear.
24) Can the student write a summary of a passage read aloud?	Have the student listen as you read a passage aloud and then write a summary of the story. Remind the student this is a summary not a complete retelling.
25) Can the student write about how he/she feels after listening to a passage read aloud?	Have the student listen to a poem read aloud and write about how it makes him/her feel.

Suggested Teaching Strategies
FIFTH GRADE

Demonstrates proficiency in the writing process

1) Uses a variety of sentence patterns when writing
   - *Writing/publishing tools may be used for any of these activities, if available.*
   - Have students utilize sentence patterns to add complexity to the structure of sentence in writing. (See page 64)

2) Demonstrates proficiency in writing mechanics (capitalization, punctuation)
   - *Write incorrect sentences on a transparency or a presentation tool with a television converter. Have the student write sentences correctly.*
   - Provide student with a paragraph containing errors in capitalization and punctuation. Have the student circle all errors with a red pen and then rewrite the paragraph correctly.

3) Demonstrates proficiency in writing usage (subject-verb agreement)
   - Write correct and incorrect sentences on sentence strips. Cut apart subjects and predicates and mix up parts. Have the student match up correct sentences only and write them. For example,

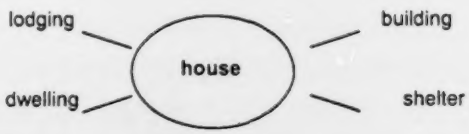
     The big dog ran up the hill. (correct)
     My little sister ride her new bike. (incorrect)

   - Have the student write a paragraph about a funny experience. Help the student analyze the paragraph for proper subject/verb usage.

4) Demonstrates editing/proofreading skills (mechanics, usage, and spelling)
   - Model self-correction techniques using an incorrectly written paragraph. Ask the student to write the paragraph correctly.
   - Have the student write a paragraph about a favorite sport. The student will exchange papers with a buddy and edit. After editing, the student will discuss with his/her buddy and rewrite the paragraph correctly.
   - Have the student write a paragraph describing his/her room, a favorite game, etc. Ask the student to skip a line after each line he/she writes. Use these blank lines to self-correct and then rewrite correctly.
   - Have the student work with a buddy to write a paragraph about the school cafeteria on chart paper. The student will use a highlight marker or highlight tape to identify errors and then write correctly.
   - *Have the student write a paragraph and e-mail it to a friend to proofread. The highlighter tool can be used to identify errors. The friend will e-mail the paragraph back to the student for corrections.*

5) Uses grade-level vocabulary
   - Have the student provide synonyms and antonyms for selected words from a literary passage.

- Have the student use word web to explore words with similar meanings. For example,



- *Have the student create a personal dictionary of unfamiliar words using a writing/publishing tool.*

Uses the process of writing to demonstrate comprehension of what has been read

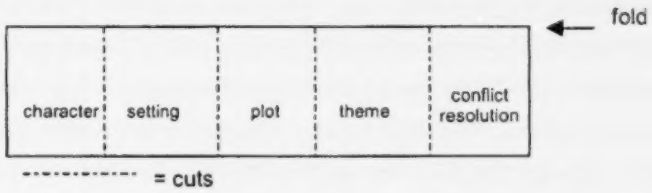
6) Summarizes passages in writing after reading
   - Have the student read a story and write a summary of what was read.
   - Have the student read a book of his/her choice and write a report about the story.
   - Have the student write a song about a story he/she has read. *Tape record the student performing the song.*
   - Have the student write a play about the story.
   - *Have the student create a multimedia presentation about a story he/she has read, and present to the class.*
   - *Writing/publishing tools may be used for any of these activities.*

7) Predicts story endings in writing
   - Have the student read a story and stop before the end, in order to write about how he/she thinks the story will end.
   - *Writing/publishing tools may be used for any of these activities.*

8) Creates new endings for stories in writing
   - Have the student read silently and write about how they would have ended a story differently from the author.
   - Have the student read a story and write a new ending.
   - *Writing/publishing tools may be used for any of these activities.*

9) Describe characters in stories through writing
   - Have the student write descriptions of characters in a story.
   - Have the student write about his/her feelings toward characters in a story he/she has read.
   - Have the student write a new story using the same characters in the story.
   - Have the student write a song about his/her favorite character in a story.
   - Have the student write a play about a new adventure for the characters in the story he/she read.
   - *Have the student create a multimedia presentation about the characters in a story, and present to the class.*
   - *Writing/publishing tools may be used for any of the above activities.*

10) Responds to text by identifying and writing story elements
- Have the student create a graph depicting titles and story elements from literary selections the class has read.
- Ask the student to use the plot and setting from a recently read selection and create new characters for the story. Share the story with the class.
- Have the student take a 11 x 14 piece of construction paper or other paper and fold it lengthwise. Make 5 half-cuts and label the sections—character, setting, plot, theme, and conflict/resolution. Have the student lift flaps and fill in the appropriate information. Then, the student will write about the story elements using the flip chart. Example:



11) Responds to text by writing to retell a story.
- Read a short story aloud to the student. Tell him/her before you begin reading that you are going to ask him/her to retell the story after you read it. Allow the student to retell orally to you. Then, ask the student to write his/her retelling.
- Have the student complete a story web of story elements as you read a short story aloud. Then, ask the student to use the story web to write a retelling of the story.
- Have the student complete a story web as he/she reads a short story silently. Then, ask the student to use the story web to write a retelling of the story. Monitor for completeness (Does it include all story elements and accuracy? Does the retelling reflect what happened in the story?)
- *Use a brainstorming/mapping tool to create a story map.*

Uses information from a wide range of materials/sources to produce a written product

12) Create written reports using a variety of materials
- Have the student write a report about a famous person of his/her choice.
- Have the student write a report about another country he/she would like to visit.
- Have the student write a report about his/her favorite author.
- Have the student write a report about another culture.
- Have the student write a report about a famous Mississippian.
- Have the student write a report about a president.
- *Writing/publishing tools may be used for any of these activities.*
- *Use electronic/on-line resources to research topics.*

13) Create class presentations using a variety of materials
- Have the student create a storyboard about a book of his/her choice. Include a summary of the story and the story elements: setting, character, theme, conflict, solution, mood, and plot.
- Have the student gather information about a given topic and present that information to the class (famous people, places, jobs, etc.).
- *Use electronic/on-line resources to research topics. After thorough research, students may present projects using presentation tools.*

14) Research various topics such as businesses, places, or jobs and create written presentations
- Have the student research another state and create a class presentation and report. *Email students in that state for information.*
- Have the student research another country and create a class presentation and report.
- Have the student research another culture and create a class presentation and report.
- Have the student research a job or business and create a class presentation and report.
- Have the student interview someone he/she admires and write a report to present to the class.
- *Materials that may be used for these activities are encyclopedias, library books, Internet, businesses, tourism departments, other people, etc.*
- *Use electronic/on-line resources to research topics. After thorough research, students may present projects using presentation tools.*

Critiques in writing various types of literary passages

15) Writes about how a passage makes him/her feel
- Have the student read a poem and write about how it makes him/her feel.
- Have the student write about images created when reading a passage silently.
- Have the student create a dance showing how the passage makes him/her feel and write out the directions for the dance. *Videotape student performing a dance to share with other classmates.*
- *Writing/publishing tools may be used for any of these activities.*

16) Write about elements that made a story fictional
- Have the student describe fictional characteristics of a story.
- Have the student write a fantasy story.
- Have the student rewrite a fiction story to make it non-fiction.
- Have the student rewrite a non-fiction story to make it fiction.
- *Have the student display the fictional elements of a story using a presentation tool.*
- *Writing/publishing tools may be used for any of these activities.*

17) Write about how to identify with people in stories
- Have the student write about similarities between himself/herself and a character in a story she/has has read silently.
- Have the student write about what he/she would have done in a similar situation faced by a character in a story he/she has read.
- Have the student write about situations he/she has faced that are similar to what those characters in a story he/she has read faced.
- Have the student write about two characters that are similar but from different stories.
- *Writing/publishing tools may be used for any of these activities.*

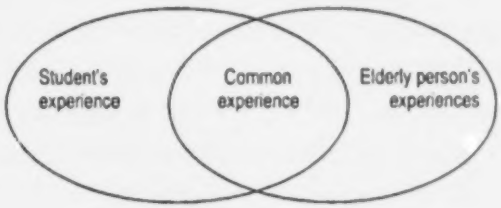
18) Identifies and writes author's purpose
- Have students work in groups. For a given passage, students in each group will write the author's purpose on one index card and one supporting idea that helps explain their choice on another card. Provide time for each group to present their passage and for discussion.
- Provide the student with four blank index cards or paper. Instruct the student to write "inform," "entertain," "describe," and "persuade"—one word per card. Read various short passages and ask the student to hold up correct card to identify the author's purpose.
- Have the student use chart paper or poster board to compile an on-going class list for each story read. The title, author's purpose, and a supporting detail should be recorded for each story. Review this list frequently.
- *Use brainstorming/mapping tool to define author's purpose and supporting details.*

Writes for various purposes

19) Writes for various audiences
- Provide and discuss models of various types of writing to different audiences for different purposes.
- Have the student write two advertisements—one for a car appealing to his/her grandparents or other older adult and one for a car appealing to his/her teenage brother or sister. Check for appropriateness.
- Have the student write a thank-you note to a relative or friend for a birthday gift and a thank-you letter to someone who has visited your class to read to the class or someone who has helped with a fieldtrip, etc. Check for appropriateness.
- *Search commercial sites on the Internet and use a writing/publishing tool to redesign the product advertisement to appeal to two different age groups.*

20) Creates different types of compositions to inform, entertain, describe, and persuade
- Have the student write a letter to his/her parents about somewhere he/she would like to go and why his/her parents should allow him/her to go.
- Have the student write a paragraph describing a friend and see if the class can guess who is being described.

- *Have the student research features of a computer and write a short report informing the class about the features.*
- Have the student write a poem about a holiday and share with the class. Make a class book of student poems.
- Have the student write a short play with a buddy telling about a funny experience. Share the play with the class.
- Have the student interview an elderly person and write about that person's memories of school. Provide time for discussion about how things have changed. Draw Venn diagram to compare.



21) Creates various genres of literary writing
- Have the student read a story and retell it by writing it in his/her own words.
- Have the student write a fable.
- Have the student create a poetry notebook containing different styles of poems.
- Have the student read a fable and write a paragraph on the lesson learned.
- Have the student interview a person and write a biography.
- Have the student write an autobiography.
- *Presentation tools may be used to retell the story.*
- *Writing/publishing tools may be used for any of these activities.*

Create and/or complete through writing practical workplace data

22) Write instructions for completing a task
- Have the student write directions for completing a task such as tying shoes, baking a cake, fixing a bike, braiding hair, etc.
- Have the student write a recipe for their favorite food.
- Have the student write the rules for playing a game.
- *Have the student create a multimedia presentation showing the steps for completing a task (recipe, rules, directions, etc.).*
- *Use writing/publishing tool for students to create a technology "How To" book for lower elementary students (e.g., drawing pictures, email, boarding tips).*

23) Write directions for reaching a location
- Have the student write directions from the school to his/her home.
- Have the student write directions for getting from one place to another.
- *Have the student use a drawing/graphic program to create a map showing how to get from one location to another.*
- *Writing/publishing tools may be used for any of these activities.*
- *Use on-line resources to locate maps of the community.*

Listens and responds in writing

24) Write a summary of a passage read aloud
- *Have the student listen to a passage on a tape and write a summary of the story.*
- Have the student listen to the teacher read a passage and write a summary of what was heard.
- Have the student listen to a peer read a passage and write a summary of what was heard.
- Have the student write a play about what the passage was about.
- Have the student write a song about what the passage was about. *Tape record student performing the song.*
- *Have student create a presentation to explain the passage.*

25) Writes about how he/she feels after listening to a passage read aloud
- Have the student listen to a passage being read and write about how it made him/her feel.
- Have the student listen to a passage being read and retell it by writing it in his/her own words.
- Have the student listen to a song and write about how it makes him/her feel.
- *Tape recorders or listening centers may be used for listening.*
- *Writing/publishing tools may be used for any of these activities.*

WRITING BENCHMARKS

Sixth Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Demonstrates proficiency in the writing process

1) I - Demonstrates knowledge of sentence patterns
2) I - Uses a variety of sentence patterns when writing
3) I - Demonstrates proficiency in writing usage
4) I - Demonstrates proficiency in writing mechanics
5) I - Self corrects and corrects others' writing by editing/proofreading using mechanics, usage, and spelling
6) O - Uses grade level vocabulary

*Sentence patterns refer to the structure of a sentence and denotes usage not the labeling of parts of speech or functions. (See page 64)

Uses the process of writing to demonstrate comprehension of what has been read

7) O - Utilizes prior knowledge
8) I - Responds to text by identifying story elements
9) I - Writes in sequential order about a passage after reading
10) I - Summarizes key points of a passage
11) I - Writes character descriptions
12) I - Completes a character analysis
13) I - Expresses feelings toward characters in a story
14) I - Responds to text by writing to retell a story

Uses information from a wide range of materials/sources to produce a written product

15) I - Uses reference materials when writing factual compositions
16) I - Utilizes a dictionary and/or thesaurus when editing
17) I - Interviews to obtain information

Critiques in writing various types of literary passages

18) I - Responds to passages using an opinion-based approach
19) I - Responds to passages using a fact-based approach
20) I - Identifies and discusses in writing author's purpose for story or passage

Writes for various purposes

21) I - Writes for various audiences
22) I - Creates different types of composition to entertain, inform, persuade, and describe
23) I - Writes friendly letters
24) I - Writes thank-you notes

Creates and/or completes through writing practical workplace data

25) I - Writes a business letter
26) I - Completes a simple application
27) I - Creates a list of directions
28) I - Creates a menu

Listens and responds in writing

29) I - Responds to text using various points of view
30) I - Integrates writing to interpret personal ideas/opinions and those ideas and opinions of others
31) I - Writes a summary of a passage read aloud

Sixth Grade Informal Assessments

Guiding Questions	Task Sample
1) Can the student use various sentence patterns?	The teacher will choose sentences from selected passages. After a class discussion about the sentence patterns, the teacher will instruct students to model the patterns in new sentences on a directed topic.
2) Does the student use a variety of sentence patterns when writing?	Give the student certain sentence patterns and ask the student to write a sentence fitting that pattern.
3) Does the student demonstrate a proficiency in writing usage?	Give the student passages with numerous errors. Ask the student to identify and correct the errors.
4) Does the student demonstrate proficiency in writing mechanics?	Give the student passages with numerous errors. Ask the student to identify and correct the errors.
5) Does the student self-correct and correct others' writing by editing/ proofreading?	Have the student correct his/her work using editing marks. Then, exchange papers and correct each other's work using editing marks.
8) Is the student able to identify the story elements?	Ask the student to identify the story elements: character, plot, setting, theme, mood, etc.

Guiding Questions	Task Sample
9) Does the student write in sequential order about a passage after reading?	Have the student summarize what was read. • Does the student include important details? • Does the student identify the main idea? • Does the student identify characters? • Does the student correctly describe the beginning, middle, and end events?
10) Can the student summarize key points of a passage?	Have the student summarize what was read. • Does the student include important details? • Does the student identify the main idea? • Does the student identify characters? • Does the student correctly describe the beginning, middle, and end events?
11) Can the student write character descriptions?	Have student read a selection and describe his/her favorite character from the passage. The student should describe: • What the character says • What the character does • How the character feels • What the character looks like • Character age and gender After reading a selection aloud, ask your student to create a web that includes descriptions of a character from the selection.

Guiding Questions	Task Sample
12) Can the student complete a character analysis?	Have your students read a selection and analyze a character from the passage. The student should include: • Ways the character behaved in the beginning, middle, and ending of the story • Motives for particular behavior • Conflicts the character faced • Decisions and reasoning the character made Create a graphic organizer. List the characters from the story, when a major event took place, the way the character felt, and why the character behaved the way he/she did.
13) Can the student express feelings toward characters in a story?	Ask the student to write paragraphs or list comparisons of ways the characters' values and views differ or are similar to the reader's point of view.
14) Can the student write to retell a story?	Have the student read a short story or play and write to retell the story. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network*

Guiding Questions	Task Sample
15) Does the student use reference materials when writing factual compositions?	Assign the student a written report on a chosen topic. Provide a variety of resources for the student to use such as encyclopedias, library books, Internet access, CD-ROMS, and newspapers. • Does the student create a report that made sense? • Is the information accurate? • Is the report in the student's own words? • Is the information properly sequenced? • Is the information relevant to the assignment?
16) Does the student utilize a dictionary/thesaurus when writing/editing?	Ask the student to self-correct a passage they have written using proofreading marks. Ask the student to replace words from a passage they have written with synonyms.
17) Can the student interview to obtain information?	Have the student create a list of questions to ask during an interview. • Are the interview questions used to guide the interview? • Does the student compile the information in a clear form? • Is the information properly sequenced? • Is information included relevant to the topic?

Guiding Questions	Task Sample
18) Can the student respond to a passage using an opinion-based approach?	Read a passage out loud, play a passage on a tape recorder, or have students read a passage silently. Have the student write about how he/she felt while listening/reading the passage. • Is the writing a full paragraph? • Does the student clearly explain how he/she felt? • Does the writing support the student's opinion? • Does the writing make sense?
19) Can the student respond to a passage using a fact-based approach?	Read a passage out loud or have the student read a passage silently. Have the student develop a topic sentence about the material. Ask the student to write a paragraph(s) that contains facts that support the topic sentence. • Are facts used to support the topic sentence? • Is the writing a full paragraph? • Does the writing make sense? • Is the paragraph void of opinion?
20) Can the student identify and discuss in writing an author's purpose for a story or passage?	Have the student read a short story or passage and discuss in writing the author's purpose for writing the story or passage.
21) Can the student write for various audiences?	Have the student write an advertisement for a movie appealing to his/her parents and an advertisement for a movie appealing to his/her friends.

Guiding Questions	Task Sample
22) Can the student create compositions to entertain, inform, persuade, and describe?	Have the student write paragraphs for various purposes. • Is the purpose of the paragraph met? • Is the paragraph written in sequential order? • Does the paragraph make sense? • Does the student use correct capitalization and punctuation?
23) Can the student write a friendly letter?	Demonstrate the form for writing a friendly letter. Ask the student to compose a friendly letter. • Does the student include all parts of a friendly letter? • Does the student indent paragraphs? • Does the letter make sense? • Does the student use correct capitalization, punctuation, and spelling?
24) Does the student write a thank-you note correctly?	Demonstrate the correct way to write a thank-you note. Ask the student to write his/her own thank-you notes. • Does the student indent paragraphs? • Does the note address a specific event or item? • Does the student use correct capitalization, punctuation, and spelling?

Guiding Questions	Task Sample
25) Can the student write a business letter?	Demonstrate the form for writing a business letter. Ask the student to compose a business letter. • Does the student include all parts of a business letter? • Does the student have the correct format? • Does the letter make sense? • Does the student use correct capitalization, punctuation, and spelling?
26) Is the student able to complete a simple application?	Provide your student with a simple application to complete. Ask the student to complete the application/form. *For example:* • Order form • Club application • Video rental application
27) Can the student create a list of directions?	Identify a task that has several steps to complete. Ask the student to choose the procedure and write the steps to complete the procedure. *For example:* Number and list all steps needed to make a peanut butter and jelly sandwich.
28) Can the student create a menu?	Provide the student with a variety of sample menus. Have the student create and design his/her own menu. The menu should include: • Named items (grouped into categories) • Descriptions of the items • Prices for each items • A cover displaying the restaurant name and logo (optional)

Guiding Questions	Task Sample
29) Can the student respond to text using various points of view?	After the student reads a story or passage, ask him/her to convey various points of view by prompting the student with questions. *For example:* • How do you think the wolf feels when he first sees Little Red Riding Hood alone in the woods? Why do you say this? • Do you think the wolf feels differently when he reaches Grandmother's house and sees that someone is home? Why or Why Not?
30) Can the student integrate writing to interpret personal ideas/opinions and those of others?	Read an editorial to student. Ask the student to use his/her own opinions and respond in writing to the editorial.
31) Can the student write a summary of a passage read aloud?	Have the student write a summary after listening to a short story read aloud.

Suggested Teaching Strategies
SIXTH GRADE

Demonstrates proficiency in the writing process

1) Demonstrates knowledge of sentence patterns
   - Provide students with word cards. Have students arrange the cards into a logical sentence order.
   - Play "Build a Sentence." Using chart paper or the board, ask the first student to provide the subject for a sentence the students will create. The next student provides a verb for the sentence. A third student provides an adjective to describe the subject. A fourth student provides a direct object for the sentence, etc. Continue until a logical sentence is formed. Then begin again with a new subject.
   - Use several sentence patterns to create a "Paragraph Frame." The teacher will give the student a blank paragraph frame and a picture. Students will choose several subjects (nouns) from the picture, starting at the top of the picture and working down. He/she will then put an action (verb) with the subjects. Students will then add adverbial phrases (who, where, when, and how) to the action. Students will add adjectives for the subject: number, appearance, set a part, ownership, and actions. Students will then write a paragraph from this paragraph frame by editing and connecting the sentences.
   - Have students utilize sentence patterns to add complexity to the structure of sentences in writing. (See page 64)

2) Uses a variety of sentence patterns when writing
   - Show students a picture. On index cards students write different parts of speech (subject, verb, adverbial phrase, and adjective). *Use a writing/publishing tool to have students color code different parts of speech.* Ask students to rearrange the cards showing different combinations of word order that make sense.

3) Demonstrates proficiency in writing usage
   - Create a "Mad Lib" in your class that asks students to provide a variety of parts of speech and tenses. Read the silly story out loud.
   - Provide students with a sentence pattern. Ask students to follow the sentence formula to construct sentences of his/her own.
   - Divide the board into two sections. On side A, list a variety of sentence patterns. On side B, in random order, provide a list of various sentences following these patterns. Ask students to match the pattern to the sentence.
   - *Have students use an on-line interactive version of "Map Libs" to create his/her own silly story by filling in the text boxes on the screen with different parts of speech.*

4) Demonstrates proficiency in mechanics
   - Have students correct a paragraph containing mistakes in punctuation and capitalization.
   - Provide run-off copies of sentences that do not contain punctuation. Using sticky notes, have students write and insert the punctuation that would be needed in that sentence.

5) Self-corrects and corrects others' writing by editing/proofreading using mechanics, usage, and spelling
   - Have students write a paragraph containing mistakes. Have students exchange papers and, using proofreading marks, correct each other's' work.
   - Have students edit a piece he/she has written following the steps of the writing process.

6) Uses grade level vocabulary
   - Have students provide synonyms for selected words from a literary passage.
   - Have students provide antonyms for selected words from a literary passage.
   - Have students create a personal dictionary of unfamiliar words.
   - Have students read a short book. The book could be a "kiddie" book. Ask students to retell the story to a buddy and then write to retell the story.
   - *Have students use a writing/publishing tool to rewrite selected words in sentences and replace them with antonyms or synonyms. Discuss how the context of the sentence changes.*

Uses the process of writing to demonstrate comprehension of what has been read

7) Utilizes prior knowledge
   - Create a KWL chart.

8) Responds to text by identifying story elements
   - Have students create a "story board" that contains six paragraphs that summarize scenes from the book. Have students create an image of the central character from the story using a popsicle stick. Cutting a path from one paragraph to the next, have student sequence the events of the story by retelling from the main character's point of view. As each event is discussed, move the main character from scene to scene.
   - Ask students to use characters from a story recently read and write a new story using these characters in a different setting. Turn this story into a play and perform for the class. *Videotape to share with other classes.*
   - Guide the student to create a news account through writing based on the conflict and resolution of a problem in a given story.
   - *Have students Use on-line news article for students to read and rewrite the conflicts and resolution of the news article.*

9) Writes in sequential order about a passage after reading
   - Read a selection orally to students. Have them summarize the work sequentially by creating a comic strip that includes dialogue.
   - Create sentence strips based on a story or text read in class. Unscramble the sentences and place them in the correct order. Write the sentences in paragraph form.

10) Summarizes key points of a passage
   - Have students identify the main idea and supporting details of the passage in outline form.
   - Give students cards with key factors (MAIN IDEA – one per paragraph). Ask students to sequence the key facts and write a summary statement about the article or story read.

11) Writes character descriptions
   - Have the student choose his/her favorite character from a piece of literature. Write a vivid description of the character. Read the description out loud and see if other classmates can guess who is being described. *Email the description to a friend and see if he can guess who is being described.*

12) Completes a character analysis
   - Read a story and discuss the way a character changes or stays the same throughout the story. Ask students to write a paragraph from the character's point of view detailing what happened to cause these emotional changes or why the character held the same disposition throughout the story.

13) Expresses feelings toward characters in a story
   - Read a selection of children's literature. Have students write paragraphs explaining what he/she likes or does not like about the major character. Add a paragraph that allows students to communicate to the character by asking students, "If you could give this character one piece of advice, what would it be?"

14) Responds to text by writing to retell a story
   - Have students complete a story web of story elements as you read a short story aloud. Then, ask students to use the story web to write a retelling of the story.
   - Students complete a story web as he/she reads a short story silently. Then, ask students to use web to write to retell story.
   - *Have students use a brainstorming/mapping tool to identify the story elements.*

Uses information from a wide range of materials/sources to produce a written product

15) Uses reference materials when writing factual compositions
- *Have students list references used when researching information for a factual paper including on-line references.*
- *Show students a factual video.* Ask students to summarize the information he/she learned by writing paragraphs, creating a poem, or using word art (for example: a composition about turtles can be written in the shape of a turtle).
- Assign each student an animal to research. Use a manila folder containing 5 envelopes glued to the inside of the folder and labeled: looks, lives, eats, does, and enemies. Students must locate information about the animal in each category. He/she then copies the information onto slips of paper/index cards and place the paper in the correct envelope. Students then write a paper using this information. *Use on-line resources as part of the research.*

16) Utilizes a dictionary and/or thesaurus when editing
- *Give students a newspaper or have students visit an on-line newspaper.* Students will take a short article on any subject and rewrite it, using as many synonyms as possible.
- Give students a newspaper headline. Have him/her rewrite the headline using synonyms. For example:

Child Saved From Fire
becomes
Youngster Rescued From Blaze

- Guide students to write an article to go with the headline.
- Provide students with a newspaper. Have him/her prepare a list of words he/she has not seen before. After he/she looks up the words, he/she makes both the words and definitions part of his/her personal writer's dictionary. After ten words and definitions have been entered, have students write a short story using 5 –10 of the new words.
- *Have students use an on-line, interactive rhyming dictionary to find rhyming words to describe themselves. Use these words to write a poem using a writing/publishing tool.*

17) Interviews to obtain information
- Provide opportunities for students to generate a list of questions to ask a subject. The teacher will approve or modify the lists. Students will conduct an interview with a friend or relative and compile the information into article form.

Critiques in writing various types of literary passages

18) Responds to passages using an opinion-based approach
- Read a piece of children's literature to students. Have him/her write an essay from the point of view of the antagonist in the story.
- Read an editorial from the newspaper. Have students write a narrative defending or rebutting the editorial.

- Read various types of poems to your students (funny, sad, descriptive, etc.). Students will respond by writing how he/she feels about the poem. Students could also be asked to respond in the way he/she thinks his/her mother/father/friend would react.

19) Responds to passages using a fact-based approach
- Connect with a topic you are studying in your class by providing students with a true statement (such as penguins like cold weather). Students should backup the statement with three supporting facts. Research may be necessary, or this activity can be adapted for use with a basal reader.
- Ask students to write a paragraph defending or rebutting without using persuasive or opinionated writing.

20) Identifies and discusses in writing author's purpose for a story or passage
- Have students use a chart to complete an on-going class list for each story read. The title, author's purpose, and two supporting details should be recorded for each story. Review this display frequently and discuss.
- Have students read a short story and a biography. Ask him/her to compare the two as to author's purpose and write to explain.

Writes for various purposes

21) Writes for various audiences
- Have students write one short article about weekly class activities to be sent to the principal and one short article about weekly class activities for a classroom newspaper for his/her peers.
- Have students write a book recommendation for his/her classmates about the best book he/she has read this month.
- Have students write to the local paramedics or other community members to request that they visit the classroom to discuss their careers.

22) Creates different types of composition to entertain, inform, persuade, and describe
- Generate a list of items students would like to do during the upcoming weekend as a class. Allow each student to choose from the list one item and write a persuasive paragraph convincing his/her parents to allow him/her to do that activity.
- Have students write a sequel to a favorite story.
- Create a book as a group by allowing each student to contribute one sentence to the story.
- Take students on a nature walk. Have students use their five senses to describe the experience.
- Allow partners to work together to write and perform skits that show students persuading a teacher to allow students to do something they would like, but realize is far-fetched. For example: never giving homework again, having three-hour recess periods, taking students to fast-food restaurants for lunch, etc.

- Ask students to write a story that describes the daily adventures of a penny. *Use a writing/publishing tool and create a storybook on an adventure to be read to younger students.*
- Have students write an informative paper that details information about someone that he/she admires and why. Ask students to create a portrait of the person he/she chose to write about.
- Supply students with three grab bags: one is labeled "setting," another "character," and a third "dialogue." Inside the setting bag, for instance, have words such as cave, desert, mountain, swamp, forest, and ocean written on flash cards. In the character bag, write such things as people or animals, for instance, Tom, Father, Grizzly Bear, my teacher, the dinosaur. The cards in the dialogue bag reveal sentences to be spoken by a character, such as, "Quit looking in the window," "Who hid my keys," and "I am so hungry I could eat a house." Each student pulls out one strip from each bag and uses the strips as a basis for writing a story.
- Provide students with newspapers to write a book report students will choose a story from the newspaper and imagine that a book or movie has been written about the subject of the story. Students then prepare an advertisement for the book or movie by creating a persuasive poster or radio/television advertisement. *On-line resources may be used for this activity.*

23) Writes friendly letters
- Show students the format for writing a friendly letter. Allow him/her to write a letter to a classmate. Deliver the letters in class. Then ask students to respond to his/her letters using the same format.
- Provide students with a friendly letter that contains several mistakes. Have students correct the letter and rewrite it correctly.
- Have students create an "advice column" in your classroom. Ask students to write a question concerning a disagreement or problem he/she is having with a family member, friend, or within himself/herself. He/she does not sign the letter with his/her true name and must use words like friend, classmate, sister, or brother, instead of anyone's real name in the letter.

24) Writes thank you notes
- Ask students to pretend he/she was given a very valuable gift. Provide students with a format for writing a thank you note. Have students write the note.
- Read a book, such as *Maura's Birthday* by Robert Munsch. Students will pretend he/she is Maura and write thank you notes to the guests for the presents.
- Invite a speaker to come to your room and talk to your class or read to your students. Each student should write a thank you note to the speaker.

Creates and/or completes through writing practical workplace data

25) Writes a business letter
- Show students the format for writing a business letter. Provide students with addresses or with resources to find addresses for various companies. Have the student write a letter to a company expressing likes/dislikes or offering suggestions and new ideas. Allow the student to address his/her envelopes in class and mail the letters from the school. The student will be delighted when the responses begin to come in!
- *Identify a product on-line and have students email the company with ideas for improvement of the product.*

26) Completes a simple application
- Introduce the class to the classified ads section of the newspaper. Have each student select two jobs for which he or she would like to apply. Brainstorm what items would be on applications for various jobs. Ask the student to create an application, then trade with two friends and complete.
- Gather several applications from various places. As a group, complete applications for practice. Then, have the students complete a simple application on his/her own.
- *Visit employment opportunity sites and download job applications for students to practice completing.*

27) Creates a list of directions
- Have students write a simple list of directions for performing a task. Allow students to pair up and read the directions to a partner. The partner pantomimes the actions. Reverse the roles. *Videotape the pantomimes to share with peers and parents.*

28) Creates a menu
- Have students read through the grocery store advertisements of a newspaper and then prepare menus for a week. Keep a record of the items and prices chosen, and have students prepare a food budget for the week.
- Allow groups of two to "open their own restaurant." In order to do this, they must design and create a menu for their place. Encourage creativity. An "All-Sports" theme restaurant or a "Beach Café."
- *Have students visit a restaurant's web site and use information from the menu.*

Listens and responds in writing

29) Responds to text using various points of view
- Read a children's story to your class. Divide your class into groups, assigning each group a character from the story. Have students begin writing about the feelings of their character, allowing only three minutes. At the end of three minutes, have groups pass their papers to the left and now begin writing from this character's point of view, allowing five minutes (time to read what was previously written and respond). Continue in this fashion until all groups have written from each character's point of view, adding additional time each time the papers are passed.

30) Integrates writing to interpret personal ideas/opinions and those ideas/opinions of others
- Read an editorial from the newspaper to your class. Ask students to write a paragraph that expresses how he/she feels about the editorial. Form two debate teams. As a group, have students select a spokesperson and work together to form a solid argument in defense of, or against the point of view of the editorial.
- *Use on-line software, such as "Decision, Decisions," to conduct a debate on a controversial topic. Have students use on-line resources to support their views.*

31) Writes a summary of a passage read aloud
- Have students listen to a passage about a famous musician and write a summary of what was heard.
- Have students listen to a passage about a current event and write a summary.
- Have students listen to a passage about a sporting event and write a summary.

WRITING BENCHMARKS

Seventh Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Demonstrates proficiency in the writing process

1) I - Demonstrates knowledge of sentence patterns
2) I - Utilizes a variety of patterns when writing
3) I - Demonstrates proficiency in writing usage
4) I - Demonstrates proficiency in writing mechanics
5) I - Demonstrates correct spelling and applies spelling concepts when writing and editing
6) I - Self-corrects and corrects others' writing by editing/proofreading
7) O - Uses grade level vocabulary

*Sentence patterns refer to the structure of a sentence and denotes usage not the labeling of parts of speech or functions. (See page 64)

Uses the process of writing to demonstrate comprehension of what has been read

8) O - Utilizes prior knowledge
9) I - Summarizes main idea and supporting details
10) I - Summarizes or paraphrases a literary passage
11) I - Writes character analysis
12) I - Recalls details and justifies
13) I - Recreates storyline in sequential order
14) I - Responds to text by addressing in writing story elements
15) I - Responds to text by writing to retell a story

Uses information from a wide range of materials to produce a written product

16) O - Uses prior knowledge
17) I - Organizes content of texts, media, and other printed material to construct a written product
18) I - Develops and presents a written project

Critiques in writing various types of literary passages

19) I - Identifies and explains author's purpose
20) I - Writes to interpret ideas and opinions of others

Writes for various purposes

21) I - Identifies and composes many types of compositions (narrative, persuasive, expository or informative, descriptive)
22) I - Writes for various audiences
23) I - Creates various genres of literary writing (fiction, non-fiction, biography, autobiography, poetry, etc.)

Creates and/or completes through writing practical workplace data

24) I - Composes business letters and memos
25) O - Completes applications, order forms, etc.

Listens and responds in writing

26) I - Writes personal reaction to story, poem, etc.
27) I - Answers questions about passages
28) I - Integrates writing to interpret personal ideas/opinions and the ideas/opinions of others

Seventh Grade Informal Assessments

Guiding Questions	Task Sample
1) Can the student use various sentence patterns?	The teacher will direct students in groups to write the first sentence of a summary of a story in a particular sentence pattern. Groups will exchange papers, and each group will write a second sentence of the summary in another directed pattern. This process will continue until each group has completed a paragraph summary of the story.
2) Can the student produce a piece of writing (paragraph, essay, etc.) using a variety of sentence patterns?	Have the student produce a piece of writing in which he/she uses all five sentence patterns at least once.
3) Can the student produce a piece of writing using correct subject-verb agreement, verb tenses, pronoun case, pronoun-antecedent agreement, possessives, plurals, adjectives, adverbs, comparative degree, superlative degree, and prepositions correctly?	Have the student produce a piece of writing in which he/she demonstrates proficiency in usage in the specific areas listed.
4) Can the student produce a piece of writing using correct punctuation and capitalization?	Have the student produce a piece of writing in which he/she demonstrates proficiency using correct punctuation and capitalization.
5) Can the student apply correct spelling concepts in written work?	The student will take a spelling test from a word list created from a reading selection.
6) Can the student self-correct and/or edit others' written work through proofreading?	Divide the students into groups. Each student, in groups, edits another student's paper. All papers are edited by all students as the papers are passed from student to student.

Guiding Questions	Task Sample
9) Can the student produce a piece of writing that identifies the main idea of a story and also provides details that appear in the story?	Using teacher-selected cartoons, the student will write details about each cartoon and what he/she thinks is the main idea.
10) Can the student summarize a literary selection?	After watching a video of a short story, the student will write a summary of what he/she has seen.
11) Can the student write a character analysis?	After reading a literary passage, the student will first use a Venn diagram to list likeness and difference between two characters and then write a two-paragraph composition on this topic.
12) Can the student recall specific details to justify an idea in a piece of writing?	After reading a short story, the student will write a paragraph that recalls the resolution of a story and explains how the resolution resolves the conflict.
13) Can the student re-create the storyline in sequential order?	After the student has read a selected passage, he/she will use a list of teacher-created sentences to formulate a paragraph summary of the passage in sequential order.
14) Can the student respond to text by addressing story elements?	After reading a story, the student will write a paragraph including all story elements.

Guiding Questions	Task Sample
15) Can the student respond to text by writing to retell a story?	After reading a story, the student will write to retell the story. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network*
17) Can the student organize content from various sources to construct a written product?	The teacher will give the student printed material from a variety of sources. The student will use information from each source to construct a paragraph on a selected topic.
18) Can the student develop and present a written project?	The teacher will give the student printed material from a variety of sources. The student will use information from each source to construct a paragraph on a selected topic. Have student present written project to class.
19) Can the student identify author's purpose and explain in writing?	After reading a literary selection, ask student to respond in writing to the following questions: • Why did the author write the selection? • Who is the audience? • How does the story make you feel?

Guiding Questions	Task Sample
20) Can the student write to interpret ideas and opinions of others?	Have student read a literary selection and then write about what the author wants the reader to believe. The student should include the details the author uses to influence the reader.
21) Can the student identify and create many types of compositions?	The student will write a three paragraph informative composition. Each paragraph must have a topic sentence, supporting details, and a closing sentence. The student will write to inform an audience or to explain a concept or occurrence to an audience.
22) Can the student write for various audiences?	The student will write two advertisements--one for an educational game appealing to parents and the other for an action game appealing to teenagers.
23) Can the student create various genres of literary writing?	The student will write a biographical sketch of his/her life at age 50, as though he/she were a reporter for a magazine.
24) Can the student compose business letters and memos?	The student will write a complaint letter to a company.
26) Can the student write personal reaction to story, poem, etc.?	The teacher will read a literary piece and the student will write his/her personal reaction to piece.
27) Can the student answer questions about passage?	The teacher will read a literary passage, and the student will respond in writing to the following questions: • From whose point of view is the passage written? • Who is the intended audience? • What is the author's purpose?

Guiding Questions	Task Sample
28) Can the student integrate writing to interpret personal ideas/opinions and the ideas/opinions of others?	Read an editorial to student. Have the student use his/her own opinions and respond in writing to the editorial.

Suggested Teaching Strategies
SEVENTH GRADE

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Demonstrates proficiency in the writing process

1) Demonstrates knowledge of sentence patterns
   - Have students select a word from a word bank (nouns, verbs, etc.). Have students arrange themselves in a sentence pattern. *Using a writing/publishing tool, create a word bank. Have student cut, copy, and paste from word bank to create sentence patterns.*
   - Model sentence patterns found in literary passages; then ask students to do the same. (Possible group work)
   - Have students utilize sentence patterns to add complexity to the structure of sentences in writing. (See page 64)

2) Utilizes a variety of patterns when writing
   - Direct students to write a sentence in a specified pattern.
   - Direct students to write a paragraph in which they use at least three different sentence patterns.

3) Demonstrates proficiency in writing usage
   - Have students fill in a crossword puzzle dealing with verb tense. Clues will give a verb and the tense to be formed. *Use on-line resources or software to create crossword puzzles.*
   - Label each student as a specific pronoun (he, him, she, her, etc.). Provide a sentence with a blank where a pronoun belongs. Have each student who thinks his/her pronoun will fit "put himself/herself" into the sentences. Then, have students write their own sample sentences.

4) Demonstrates proficiency in writing mechanics
   - Have students provide punctuation for a sentence he/she has copied from the board. Ask students to volunteer to punctuate the sentence on the board.
   - Give students a printed copy of a paragraph that has not been punctuated. Student must provide punctuation.

5) Demonstrates correct spelling and applies spelling concepts when writing and editing
   - Give students a printed passage and have him/her highlight misspelled words, and spell them correctly.
   - Have students bring in examples of misspelled words in newspapers, magazines, ads, etc. *Search on-line for articles from news web sites.*

6) Self-corrects and corrects others' writing by editing/proofreading
   - Divide students into groups. Each student, in groups, edits another student's paper. All papers are edited by all students, as the papers are passed from student to student.
   - Give students a teacher-created paragraph containing mistakes. Have students correct mistakes.

7) Uses grade level vocabulary
   - Have students create a personal dictionary of unfamiliar words. *Use a writing/publishing tool and an on-line/electronic dictionary to help students locate and define unfamiliar words.*
   - Have students identify synonyms and antonyms for selected words from a passage.
   - Use a word web to explore words with similar meanings. Then, have students write a passage using new words from the web.

Uses the process of writing to demonstrate comprehension of what has been read

8) Utilizes prior knowledge
   - Have students write in reading-response journal. *Electronic portfolios may be used for journal responses.*

9) Summarizes main idea and supporting details
   - Give students a mapping format to make sure the student understands the main idea as he/she fills in the chart.
   - Have students utilize a storyboard to identify story elements and then write a summary.
   - Have students make a diorama showing the main event of a story and then write details of the main event.

10) Summarizes or paraphrases a literary passage
   - Divide students into groups. Each group paraphrases the same selected passage. Groups compare their paraphrases.
   - Write selected sentence on board. Have students paraphrase it in as many different ways as possible.

11) Writes character analysis
   - Provide students with a "Character Profile" to complete.
   - Have students compare/contrast two characters.

12) Recalls details and justifies
   - Have group of students create a mural illustrating the five (or any number) important events in a story and explain each illustration in one to three sentences.
   - Have students summarize the resolution of a story and explain how it resolves the conflict.

13) Recreates storyline in sequential order
- Direct students to read a selected passage. After he/she has finished, give students a list of sentences to re-write in sequential order according to the storyline.
- Have students read a story. Divide students into groups. Have each group write what they see as first step of sequence. Pass papers around so that another group writes the second step. Pass again so that different groups can write third step, etc. Compare final product.

14) Responds to text by addressing in writing story elements
- Have students use a story map as he/she reads a story to help identify story elements. *Use brainstorming/mapping tools to help identify story elements.*
- Have students use information from the story map to write about the story elements.
- Have students create a news account through writing based on the conflict/resolution of a problem in a given story.

15) Responds to text by writing to retell a story
- Have students listen to a story and then retell the story to a buddy. Provide the student with a checklist to help determine if the retelling is complete.
- Have students write to retell the story he/she has retold aloud to his/her buddy.
- Have students read a short story and write to retell the story. Have students exchange the retelling with a buddy and give feedback to each other concerning the accuracy and completeness.

Uses information from a wide range of materials to produce a written product

16) Uses prior knowledge
- Have students create K-W-L chart.
- *Have students use writing/publishing tools to create K-W-L chart.*

17) Organizes content of texts, media, and other printed material to construct a written product
- Give students printed material from a variety of sources and direct them to use information from each source to compose a paragraph.
- Model correct note-taking skills.

18) Develops and presents a written project
- Give students paraphrased paragraphs composed by groups. Have students use paragraphs with editing to produce an essay on selected topic.
- Read a passage and ask the student to go home and look for information related to this passage in newspapers, magazines, etc. students will write a summary and bring to class. Groups of students will develop a finished written project using information from each student's written report.

Critiques in writing various types of literary passages

19) Identifies and explains author's purpose
- Divide students into groups. For a given passage, students in each group will write the author's purpose on one index card and one supporting idea that helps explain the author's purpose per index card. Groups will compare their cards.
- Write different purposes on index cards. Give one index card to each group of students. Give each group a handout with several different short literary passages. Have groups match their index card to the passage.

20) Writes to interpret ideas and opinions of others
- Have students read a selected literary passage; then direct students to write a letter to a friend explaining the author's opinion expressed in the passage.
- Give students a selected literary passage; then have student answer questions about the passage regarding the author's purpose/opinion. Have students highlight sentences in the passage that justify his/her answers.
- Divide students into four groups. Have two groups write expressing opinions only on a specified topic. Have two groups write using facts from teacher-created fact list on the same topic. Compare results and reverse the group work on another topic.

Writes for various purposes

21) Identifies and composes many types of compositions (narrative, persuasive, expository or informative, descriptive)
- Have students, in groups, write directions on how to construct something simple (e.g., use toothpicks, cotton balls, glue); then have another group try to follow those instructions to construct the item.
- Show students a picture of a rainstorm. Have students write a paragraph describing the scene. *Students may use writing/publishing tool for this activity.*

22) Writes for various audiences
- Divide students in groups. Have students produce two pieces of writing regarding their opinion of the school's cafeteria food. One piece will be a note to a friend, and the other will be a formal letter to the student principal.
- Have students write cereal commercials, one for children under the age of eight and one for students their own age.

23) Creates various genres of literary writing
- Have students write poems using selected types of figurative language.
- Direct students to create diary entries in first person, pretending to be a character from a literary selection.
- Direct students to create a newspaper story in third person about a character from a literary selection.
- *Use graphic/drawing tool and sound files from Internet to illustrate and describe different genres.*
- *Search on-line for poetry and other genres using designated figurative language.*

Creates and/or completes through writing practical workplace data

24) Composes business letters and memos
- Have students write a letter to a company requesting information about a product. *Use on-line resources to identify the product and address to mail the letter.*
- Give students a situation. Tell students to write a memo on a 3 x 5 note card concerning how to handle this situation.

25) Completes applications, order forms, etc.
- Have groups of students create a job application. Have students exchange and complete applications.
- Give students a catalog and an amount of money to spend. Have students fill out the order form. *May search for products on Internet. Visit on-line resources for that same catalog and have students compare prices for the same item.*

Listens and responds in writing

26) Writes personal reaction to story, poem, etc.
- Read a poem to the class. Have students respond in writing.
- Read a story to the class. Have students compare/contrast themselves to a particular character.

27) Answers questions about passages
- Distribute questions to students and ask them to review the questions. Read a poem to the class. After finishing, have students answer questions.
- Read an editorial to students. Have them list facts and opinions they heard.

28) Integrate writing to interpret personal ideas/opinions and those ideas/opinions of others
- Read an editorial from the newspaper to your class. Ask students to discuss in small groups the ideas/opinions expressed in the editorial and compare/contrast those ideas/opinions with his/her personal ideas/opinions.
- Choose a topic, which can be easily debated (e.g., gun control, teenage curfew). Form two debate teams. Have students work together to form solid arguments either pro or con on the topic. Allow time for debate teams to present their arguments.

WRITING BENCHMARKS

Eighth Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Demonstrates proficiency in the writing process

1) I - Identifies and demonstrates knowledge of sentence patterns
2) I - Utilizes a variety of sentence patterns
3) I - Writes for a variety of purposes
4) I - Uses proper mechanics and usage
5) I - Self-corrects and corrects others' writing by editing/proofreading (uses proper mechanics, usage, spelling)
6) O - Utilizes appropriate grade level vocabulary

*Sentence patterns refer to the structure of a sentence and denotes usage not the labeling of parts of speech or functions. (See page 64)

Uses the process of writing to demonstrate comprehension of what has been read

7) I - Writes sequentially to present what has been read
8) O - Utilizes prior knowledge
9) I - Summarizes or paraphrases a literary passage
10) I - Writes character analysis
11) I - Responds to passages by addressing story elements

Uses information from a wide range of materials/sources to produce a written product

12) I - Compiles information from texts, media, and other printed materials to construct a written product
13) I - Organizes content of texts, media, and other printed materials to construct a written product
14) I - Develops and presents a written product

Critiques in writing various types of literary passages

15) O - Utilizes prior knowledge
16) I - Explains and writes author's purpose (inform, entertain, persuade, describe)
17) I - Writes to interpret ideas and opinions of others

Writes for various purposes

18) O - Utilizes prior knowledge
19) I - Creates different types of composition to entertain, inform, persuade, and describe
20) I - Creates various genres of literary writing (fiction, non-fiction, biography, autobiography, poetry, etc.)

Creates and/or completes through writing practical workplace data

21) O - Utilizes prior knowledge
22) I - Completes applications, forms, etc.
23) I - Writes sequence of activities to complete a procedure (directions, instructions)

Listens and responds in writing

24) O - Utilizes prior knowledge
25) I - Writes a summary of passages heard
26) I - Writes personal reaction to passage
27) I - Integrates writing to interpret personal ideas/opinions and the ideas/opinions of others

Eighth Grade Informal Assessments

Guiding Questions	Task Sample
1) Can the student use various sentence patterns?	The teacher will instruct students to write a paragraph in which the students use a combination of teacher-selected sentence patterns.
2) Can the student utilize a variety of sentence patterns?	Give student certain sentence patterns and ask student to write a sentence fitting that pattern.
3) Can the student write for a variety of purposes?	Ask the student to write an informative, a descriptive, an entertaining, and a persuasive passage.
4) Does the student use proper mechanics and usage?	Give the student passages with numerous errors. Ask the student to identify and correct the errors.
5) Can the student self-correct and correct others' writing by editing/proofreading?	Ask student to create a written product and to exchange written products with another student. Ask student to identify and correct any errors.
7) Can the student write sequentially to present what has been read?	Have student listen to oral reading of a story and then retell the story. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network*

Guiding Questions	Task Sample
9) Can the student summarize a literary selection?	After watching a video of a short story, the student will write a summary of what he/she has seen.
10) Can the student write a character analysis?	After reading a literary passage, the student will use a Venn diagram to compare/contrast two characters and then write a two-paragraph character analysis.
11) Can the student respond and identify story elements?	After reading a literary selection, the student will respond in writing to story elements. *For example:* • Who is this story about (characters)? • How did _____ feel when _____ happened (character emotion)? • Where does this event take place (setting)? • What happened at the beginning, middle, and ending of this story (plot)? • What is the story mainly about (theme)? • Is there a problem in the story (conflict)? • How is the problem fixed (solution)? • How does the author make the reader feel (mood/tone)?
11) Can the student compile information from texts, media, and other printed material to construct a written product?	Give the student information from various sources. Ask the student to make notes including the important information.

Guiding Questions	Task Sample
13) Can the student organize content of texts, media, and other printed materials to construct a written product?	Using a Venn diagram, ask the student to clearly organize the information according to how it would be used in the written products.
14) Can the student develop and present a written product?	Using the writing process, have the student write a character analysis. Ask the student to rewrite after correcting any error. Allow the student to present the finished work.
16) Can the student identify author's purpose?	Ask the student to read various literary forms. Ask the student to determine the author's purpose by labeling a selection from each category (informative, persuasive, argumentative, entertaining).
17) Can the student write to interpret ideas and opinions of others?	Have the student read a literary selection and then write about what the author wants the reader to believe. The student will include the details the author uses to influence the reader.
19) Can the student create different types of composition to entertain, inform, persuade, and describe?	Use the Sample Writing Assessment Rubric on page 65.
20) Can the student create various types of literary writings?	Ask the student to identify different types of literary writing. Have the student choose genres to write.

Guiding Questions	Task Sample
22) Can the student complete applications, forms, etc.?	Give the student an application/form to complete. Ask the student to complete the application/form. *For example:* • Employment application • College application • Order form • Driver's license application • Club application
23) Can the student write a sequence of activities to complete a procedure?	Identify procedures that have several steps to complete. Ask the student to choose the procedure and write the steps to complete the procedure.
25) Can the student write a summary of passages read?	Read a passage aloud to student. Ask student to summarize what was read. Be sure student addresses the main idea, purpose, and characters.
26) Can the student write a personal reaction to a passage?	Have the student listen to a story read aloud and write his/her personal reaction to the story.
27) Can the student integrate writing to interpret personal ideas/opinions and the ideas/opinions of others?	Read an editorial to student. Have the student use his/her own opinions and respond in writing to the editorial.

Suggested Teaching Strategies
EIGHTH GRADE

Demonstrates proficiency in the writing process

1) Identifies and demonstrates knowledge of sentence patterns
   - Have students color code parts of sentence patterns.
   - Have students identify written sentences according to assigned sentence patterns (e.g., SV, S V DO, S V IO DO, S LV PA, S LV PN, S V DO OC).

2) Utilizes a variety of sentence patterns
   - Have students practice writing sentences according to assigned sentence patterns (e.g., SV, S V DO, S V IO DO, S LV PA, S LV PN, S V DO OC).
   - *Use a writing/publishing tool to write sentence patterns.*

3) Writes for a variety of purposes
   - Have students write a paragraph daily on a favorite subject.
   - Have students develop written directions to a place in school.
   - Have students practice composing different types of workplace writings.

4) Uses proper mechanics and usage
   - Give the student sentences with various errors and have student rewrite the sentences correctly.

5) Self-corrects and corrects others' writing by editing/proofreading (use proper mechanics, usage, spelling)
   - Have students correct written work in pairs/groups.
   - Have students find mistakes in newspapers/magazine articles.

6) Utilizes appropriate grade-level vocabulary
   - Have students edit writings to replace simpler terms with more appropriate synonyms. *Use an on-line thesaurus.*
   - Have students use a word web to explore words with similar meanings.
   - Have students create a personal dictionary of unfamiliar words.
   - *Use brainstorming/mapping tool to explore words with similar meanings.*

Uses the process of writing to demonstrate comprehension of what has been read

7) Writes sequentially to present what has been read
   - Have students retell the major events of a story in sequential order.
   - Have students work in small groups to write story events on a map in the correct order.
   - *Have students use the computer to create a web or map of information/events.*

8) Utilizes prior knowledge
   - *Have students use electronic portfolios.*
   - Have students relate passage to a real-life situation.

9) Summarizes or paraphrases a literary passage
   - Write selected paragraph on a board. Ask students to paraphrase it in as many different ways as possible.
   - Provide several paragraphs and paraphrased versions of each. Have students match paragraphs and paraphrased versions; then, with a buddy, write another version of the paragraph.

10) Writes character analysis
   - Have students read two short stories; then, use a chart to compare/contrast two characters (one from each story). Use chart to write two paragraphs comparing/contrasting the two characters.

11) Responds to passages by addressing story elements
   - Have students answer questions related to story elements.
   - Have students complete a map of the story elements.

Uses information from a wide range of materials/sources to produce a written product

12) Compiles information from texts, media, and other printed materials to construct a written product
   - Have students gather information from three sources and compile the information on a topic of choice. *Use on-line resources as a source.*
   - *Have students look for information in newspapers, magazines, and on-line resources to find real life and current events.*
   - Model correct note-taking skills.
   - *Have students use writing/publishing tool to take notes from various sources.*

13) Organizes content of texts, media, and other printed materials to construct a written product
   - Have students gather information from various sources, compile the information, and develop a written product.
   - Have students outline major points of information gathered from various sources.
   - *Have students use writing/publishing tool to edit by cutting and pasting.*
   - *Have students scan text into a computer and break the text at key points by adding a line or changing the font color of sentences with key concepts.*

14) Develops and presents a written product
   - Have students outline to develop topic sentences and major points for each topic sentence.
   - Have students utilize steps of the writing process: develop draft, revise, edit, and final draft.
   - *Have students use writing/publishing tool to create final draft.*

Critiques in writing various types of literary passages

15) Utilizes prior knowledge
- *Have students identify, in electronic portfolio, the types of literary passages.*

16) Explains and writes author's purpose (inform, persuade, describe, entertain)
- Ask questions that help the student identify author's purpose.

17) Writes to interpret ideas and opinions of others
- Have students read a literary passage. Then, direct the student to write two paragraphs explaining the author's opinion as expressed in the passage. Have students share in small groups and compare/contrast each other's writings.
- Provide the student with a poem. Then, have students highlight passages in the poem which describe the author's opinion. Use highlighted sections to write two paragraphs about the author's opinions.
- *Exchange predictions, conclusions, and author's opinion with a partner in another school via email or US mail.*

Writes for various purposes

18) Utilizes prior knowledge
- Have the student use K-W-L chart for writing process.
- Have the student use writing response journal.
- *Have the student use a writing/publishing tool to create a K-W-L chart.*

19) Creates different types of composition to entertain, inform, persuade, and describe
- Have students list words that indicate each type of composition.
- Have students identify different purposes for writing.
- Have students write an essay using the following steps: overall topic, choose main idea, identify most important ideas, identify supporting details for each idea, create first draft, edit draft, develop clear conclusion, and rewrite.

20) Creates various genre of literary writing (fiction, non-fiction, biography, autobiography, poetry, etc.)
- Group students to create K-W-L charts for various types of literary writing.
- Have students write a story about a specific personal situation.
- *Have students use a writing/publishing tool to create a K-W-L chart.*

Creates and/or completes through writing practical workplace data

21) Utilizes prior knowledge
- Have students complete family survey.
- Have students complete K-W-L.

22) Completes applications, forms, etc.
- Have students collect information to complete a personal survey.
- Allow students tc write letters and identify parts in a writing response journal.

23) Writes sequence of activities to complete a procedure (directions, instructions)
- Have students write the steps to following a recipe, washing a dog, and painting a doghouse.
- Have students write directions from his/her house to school.
- *Use a presentation tool for students to create a presentation listing instructions to complete a task, exchange presentations with another group, and then have them complete the task.*

Listens and responds in writing

24) Utilizes prior knowledge
- Have students use a reading-response log to identify who, what, when, where, and why.

25) Writes a summary of passages heard
- Have students write down ideas and organize in writing.
- Have students summarize and connect to real life.

26) Writes personal reaction to passage
- Read a short story to the class. Have students retell in writing and respond to story elements.
- Play a song for the class. Have students respond in writing and share with others.
- Read an article about a current event with human-interest touch (e.g., fireman rescues baby, all aboard survive plane crash), and ask students to write his/her personal reaction.

27) Integrate writing to interpret personal ideas/opinions and the ideas/opinions of others.
- Read an editorial from a newspaper or magazine to your class. Ask students to write a paragraph that expresses how he/she feels about the editorial. Form two debate teams. As a group, have students select a spokesperson and work together to form a solid agreement in defense of or against the point of view of the editorial.
- *Use a news web site to provide articles for students to read and determine fact and opinion statements. Use a writing/publishing tool to create a chart of these statements.*

SENTENCE PATTERNS

Sentence patterns represent the order in which words appear in a sentence. These patterns are the skeletons to which other parts of speech, phrases, and clauses can be added. These sentence patterns serve as the basis for the structure of the language. Once the student understands the concept of sentence patterns, he/she can create more vivid sentences.

The following six (6) sentence patterns are taught at the following appropriate grade levels (Individual student should be allowed to progress to utilize more complex sentences as applicable):

K-3	S + V
	S + V + DO
4-8	S + V + IO + DO
	S + LV + PA
	S + LV + PN
9-12	S + V + DO + OC

S = Subject
V = Verb
DO = Direct Object
IO = Indirect Object
LV = Linking Verb
PA = Predicate Adjective
PN = Predicate Noun
OC = Object Complement

Instruct students to utilize sentence patterns in writing through questioning techniques. Teachers should be cognizant that labeling parts of speech and functions is not best practice for teaching usage.

Questions that will assist in constructing a more complex sentence from a simple sentence include:

Father builds. (S + V)

Father builds, what? For whom?
Father builds the family a house. (S + V + ID = DO)

Father builds the family what kind of house?
Father builds the family a new, brick house? (Adding adjectives)

How does father build the family a new brick house?
Father meticulously builds the family a new, brick house. (Adding an adverb)

Sample Writing Assessment Rubric

Score 4

- The text conveys an impression of correctness, with few, if any, errors. Errors that occur may appear as a consequence of risk-taking in language usage.
- The writer consistently:
  - develops the ideas into a complete, well-developed whole
  - purposefully orders ideas
  - uses varied sentence formation to create style and tone to enhance meaning
  - demonstrates correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization
- The text generally conveys an impression of correctness. The errors that occur may be of one or two types and occur infrequently. Sometimes errors that occur may appear as a consequence of risk-taking in language usage.

Score 3

- The writer frequently:
  - partially develops the ideas, but the response is not a complete, well-developed whole
  - purposefully orders ideas
  - uses varied sentence formation to create style and tone to enhance meaning
  - demonstrates, for the most part, correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization

Score 2

- The text generally conveys an impression of partial understanding of subject and organization of the text. The increased frequency and type of errors demonstrate a limited control of language. Few, if any, errors that occur may appear as a consequence of risk-taking in language usage.
- The writer sometimes:
  - tries to develop the ideas, but the response is not well-developed and is not complete
  - orders ideas, but there are some interruptions in the flow of the piece
  - uses some varied sentence formations to create style and tone to enhance meaning
  - demonstrates partial understanding of correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization

Score 1

- In portions of the text there is little evidence that the writer uses language choices and order for effective style, tone, and expression of meaning. Errors of several types occur, and are repeated. Errors do not appear to be the result of risk-taking.
- The writer:
  - has not developed the ideas into a complete whole
  - shows limited purposeful ordering of ideas
  - seldom uses varied sentence formation to create style and tone to enhance meaning

- demonstrates limited understanding of correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization

Score 0

- The writer:
  - gives no response
  - gives a response that is unscorable (e.g., it is illegible and/or incomprehensible)

WRITING RUBRIC

Student _____ Date _____

The Student	Rating	Comments
Stays on the topic with no deviations	5 4 3 2 1	
Addresses intended audience appropriately	5 4 3 2 1	
Uses detail to support the main idea	5 4 3 2 1	
Writes using complete sentences	5 4 3 2 1	
Sequences events clearly	5 4 3 2 1	
Uses varied sentence patterns that flow meaningfully and are easy to read	5 4 3 2 1	
Uses standard English	5 4 3 2 1	
Uses correct grammar/punctuation	5 4 3 2 1	
Uses correct spelling	5 4 3 2 1	
Uses story elements	5 4 3 2 1	

Total Accumulated Points [ ] = [ ] + [10] = [ ]

Column Tally **Total** **Score**

The writing piece shows evidence of:

5 = Consistent, accurate use of all conventions.
4 = Consistent use of some basic conventions.
3 = Somewhat consistent use of some basic conventions.
2 = Inconsistent use of a few basic conventions.
1 = Fragmented, minimal use of basic conventions.

ON-LINE RESOURCES

The reading/language arts teacher should use this guide to find extra information about technology that can enhance student achievement in reading. Due to rapid changes in technology, specific information will be updated; the resources included here are as current as possible. (September 1999)

Search Tools

Yahoo	http://www.yahoo.com
Excite	http://www.excite.com
Altavista	http://www.altavista.com
Lycos	http://www.lycos.com
Hotsheet	http://www.hotsheet.com
Infoseek	http://www.infoseek.com
Dogpile	http://www.dogpile.com
Metacrawler	http://www.metacrawler.com
Northern Light	http://www.northernlight.com

Search Engines Especially for Kids

Yahooligans	http://www.yahooligans.com
Surfnet for kids	http://www.surfnetkids.com
Cyber Kids	http://www.cyberkids.com
Ask Jeeves for Kids	http://www.ajkids.com

Language Arts Sites: Search for These Sites

Integrated Language
Arts, 1st Grade
Animal Alphabet
Fairy Tales
Lessons Aesop
Never Taught
Creative Writing for Kids
Language Arts
Language Arts Links from
Chicago Guide to Grammar and Writing
On-line Activities
Alphabet Super Highway
General K-3 Site for Enchanted Learning

Current Events/News

CNN	http://www.cnn.com
USA Today	http://www.usatoday.com
MSNBC	http://www.msnbc.com
ESPN	http://espn.go.com
Weekly Reader	http://www.weeklyreader.com/index.html
Weather Channel	http://www.weatherchannel.com

Activity-Based

Puzzle Maker	http://www.puzzlemaker.com/
Vocabulary Builder	http://www.soundpuzzle.com/
Headbone	http://www.headbone.com
Vocabulary Games	http://www.vocabulary.com

Teacher Resource

Classroom Connect	http://www.classroom.net/
Teacher's Network	http://www.teachnet.org/
Kathy Schrock's Guide for Educators	http://www.capecod.net/schrockguide/
Site Links	http://www.cl.ais.net/jkasper
Florida Information Resource Network	http://www.firn.edu
Educational Pages	http://www.education-world.com/
Current Issues	http://www.k12connection.org/
MDE/OET	http://www.mde.k12.ms.us/oet

Reference

Literature/Reading Highlights

The Children's Literature Web Guide
http://www.ucalgary.ca/~dkbrown/index.html

Ask the Author
http://www.ipl.org/youth/AskAuthor

Carol Hurst's Children's Literature site
http://www.carolhurst.com/titles/allreviewed.html

Young Adult Literature Library
http://www.uiowa.edu/~english/litcult2097/tlucht/lit-yalib.html

General Reference

Magnolia	http://www.epnet.com/ehost/magnolia/login.html
Ask Jeeves	http://www.askjeeves.com
Internet Public Library	http://www.ipl.org

GLOSSARY OF TECHNOLOGY TERMS

- **Acceptable Use Policy** – a written agreement signed by teachers, students, and parents outlining terms and conditions of Internet use
- **Brainstorming/Mapping Tools** - programs that allow the teacher to type in ideas generated by brainstorming or mapping discussions; ideas are then organized graphically by the computer
- **CD-ROM** (Compact Disk Read Only Memory) - a disk which holds up to 600 megabytes of information
- **CD-ROM Drive** - the disk drive that allows a CD-ROM disk to be played
- **Computer Journal** - a journal kept by students using a word processing program and a computer
- **Data** - pieces of information
- **Database** - a collection of information that can be organized and sorted; similar to an electronic filing system
- **Data Analysis Tools** - programs that allow the user to reduce large amounts of information into manageable reports; databases and spreadsheets are common data analysis tools
- **Digital Camera** - produces images in digital form without using regular photographic film
- **Directory Information Services** - an online source of local and/or nationwide listings of businesses; ***The Real Yellow Pages Online*** and ***At Hand Network Yellow Pages*** are examples of directory information services found on the World Wide Web.
- **E-mail** - short for electronic mail you can send or receive directly on your computer via modem or network
- **Electronic Reference Resources** - encyclopedias, dictionaries, atlases, almanacs, and content-specific software programs; usually on CD-ROM
- **Electronic Student Portfolio** - a purposeful collection of work, captured by electronic means, that serves as an exhibit of individual efforts, progress, and achievements in one or more areas. Planning is the most important aspect of the electronic portfolio. As much as possible, students should control the portfolio development process. The overall vision and purpose of the portfolio is to provide students with a way to reflect on their work and self-monitor their progress using some kind of criteria.
- **Font** - a design for a set of characters; a combination of typeface, size, pitch, and spacing
- **Global Positioning System** - an electronic system that allows directional tracking using satellites
- **Graphic** - a picture or design
- **Graphics Program** - a program that allows one to use electronic pictures or designs
- **Graphics/Drawing Tools** – paint programs that allow information to be expressed through art; a computer and monitor are used rather than paper and paint
- **Homepage** - the main page of a web site; serves as a table of contents to other documents stored at that web site
- **Hypermedia** - programs that allow the user to interact with information on the computer screen
- **Hypertext** - programs in which the text is an active button that can be clicked to reveal something
- **Interactive** - a program, game, or presentation where the user is able to interact and participate in what is going on
- **Internet** - a worldwide network of about half a million computer users belonging to research organizations, the military, institutions of learning, corporations and so on
- **Internet Service Providers** (ISP) - companies that provide service to the Internet

- **Modem** - device that allows computers to communicate with other computers via the telephone line
- **Network** - communication or connection system that lets one computer talk with another computer, printer, or other device
- **Online Resources** - resources that are located by using the World Wide Web
- **PC to Television Converter** (tv converter) - a device that converts computer images to video so that the television can become a display device for the computer
- **Presentation Tools** - programs that allow one to create a computer presentation that involves still images, moving video, sound, animation, art, or a combination of all of these (multimedia)
- **Scan** - to convert an image by passing it through a scanner
- **Scanner** - a device that takes a picture of a document that exists outside of the computer and digitizes the image to put in the computer
- **Search Tools/Engines** - Internet tools that allow one to locate information about topics of interest
- **Software** - computer instructions or data that is stored electronically
- **Spreadsheet** - software program for financial or other number-related information processing, composed of rows and columns, with individual boxes (cells) inside of each to hold information
- **Template** - a sample document which can be created by the teacher, saved, and later edited by students; in spreadsheet and database applications a template is a blank form that shows which fields exist, their locations, and their length
- **URL** (Uniform Resource Locator) - the address of a given location or document on the Internet
- **Video Journal** - a journal kept by students using a video camera
- **Virtual Reality** - a simulated environment through the use of a computer which appears to be real
- **WWW** (World Wide Web) - a system of Internet servers that supports documents formatted to support links to other documents as well as graphic, audio, and video files
- **Web Site** - a location on the World Wide Web
- **Word Processing** - programs that allow one to create, edit, and print documents using a computer
- **Writing/Publishing Tools** - include word processing and desktop publishing programs and are used to produce printed documents that contain graphics and special-effect text

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